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ABSTRACT

Seventy-four male eminent social scientists provided career stage data by which adult development theory was tested. All were born between 1893 and 1903 and met the criteria of a distinguished (and for several still active) scholarly career. The subjects were separated into four groups on the basis of their degree of productivity as of age 60. Critical career events were content analyzed and compared. Distinct career paths through and beyond retirement emerged. Among other things, the active publishers have had a less varied career in terms of the different academic roles possible in colleges and universities. Obtaining the Ph.D. followed by research in one setting well beyond retirement characterize these individuals. The moderately active and inactive publishers began with high school teaching and administration, later had college posts as department heads or deanships, and reported sharper separation from academic work at age 65. The data for these distinguished social scientists do not corroborate psychological adult development theories. There are distinct career events, but not necessarily distinct stages; those stages that do occur do not cluster at either definable chronological or career ages. The different patterns, however, have important implications for healthy and productive academic careers. (Author)

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CAREER PATTERNS OF DISTINGUISHED MALE SOCIAL SCIENTISTS

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HE010 439

CAREER PATTERNS OF DISTINGUISHED MALE SOCIAL SCIENTISTS

Abstract

Seventy-four male eminent social scientists provided career stage data by which adult development theory (Super, 1957; 1970; Neugarten, 1968; Schein, 1968; 1971; Levinson, et al., 1976; Hall and Nougain, 1976) was tested. All were born between 1893 and 1903 and met the criteria of a distinguished (and for several, still active) scholarly career. The subjects were separated into four groups on the basis of their degree of productivity as of age 60.

Critical career events were content analyzed and compared. Distinct career paths through and beyond retirement emerged. Among other things, the active publishers have had a less varied career in terms of the different academic roles possible in colleges and universities. Obtaining the Ph.D. followed by research in one setting well beyond retirement characterize these individuals. The moderately active and inactive publishers began with high school teaching and administration, later had college posts as department heads or deanships, and reported sharper separation from academic work at age 65.

The data for these distinguished social scientists do not corroborate psychological adult development theories. There are distinct career events, but not necessarily distince stages; those stages that do occur do not cluster at either definable chronological or career ages. The different patterns, however, have important implications for healthy and productive academic careers.

CAREER PATTERNS OF DISTINGUISHED MALE SOCIAL SCIENTISTS

Introduction

Developmental theorists have written extensively in the past few years on life and career stages of adults. The notions developed by these authors have even found their way into the popular presses. Yet most of the developmental constructs are based on minimal data sources. Even fewer have data on a population extending longitudinally over 80 years. This study has such a data base and hence serves as a test of career stage theory.

The data reported here also have practical consequences. With today's and tomorrow's restricted academic marketplace, the reduction in new entries into faculty positions jeopardizes knowledge production. Colleges and universities must select most critically those persons they can add to their staffs in order to secure those individuals who will have the most likelihood of being productive over their entire career, including the years beyond formal (institutional) retirement. Also, academic institutions need to maintain and create environments which will maximize scholarship. This study leads to some suggestions for achieving these practical and societal ends.

THEORETICAL FRAMEWORK

Super (1957; 1970), Neugarten (1968), Schein (1968; 1971), Levinson, et al. (1976), and Hall and Nougaim (1976) have

each advanced notions on the continuing development of adults throughout one's entire lifespan. While each approaches adult growth and development from a different perspective, the writers share the belief that there is a series of distinct stages one goes through. Without selecting any one theorist, we have collected data so as to be able to examine career events as a succession of developmental occurrences over a lifespan [1].

POPULATION

The 74 subjects are a subset of the 160 respondents from a population of 779 male social scientists (principally psychologists and sociologists) who were born between 1893 and 1903, who were in the Directory of the American Psychological Association or the American Sociological Association or in American Men of Science: Social and Behavioral Sciences, and who principally had had academic careers. Two hundred and ninety-two had published at least one article between their 59th and 63rd year. (See [author citation], 1976, for details.) About a 50% response rate was obtained, the exact figure being difficult to ascertain because of difficulties in securing correct addresses, the potential respondent's health, and an unknown (but not insignificant) mortality rate.

Those who had published at least one article at about age 60 were subclassified into three groups--highest producers (very actives: VA's), next highest (active: A's),

and lowest (moderately active: MA's). Those who had not published at that particular age span (59-63), but most likely did before and/or afterwards have been labeled inactive (I's). (They are a separate random sample of the non-publishers in the original 779.) These 74 persons also adequately responded to one item on the lengthy questionnaire B, reproduced below [2].

[Insert "Career Line" page about here]

METHODOLOGY

Career events were content analyzed. The 690 mentioned career events (major points or periods) were reduced to eight major career stages and/or types of event, each having subcategories. (See "Findings" below). Slightly less than two percent of the responses were either unclear or fell outside of the principal categories. The events checked as most important (see starred (*) events in tables below) were plotted on (1) age lines and on (2) career lines from (a) time since receipt of Ph.D. and on (b) time since first regular academic position.

FINDINGS

1. Career events

The first column in Table I is the number of subjects in each of the groups. Each of the following tables (Tables

III through XII) will always combine the VA's with the A's as well as treat them separately. The next column deals with the number of career events that were mentioned by the number of people in that category. The questionnaire asked them to list 10. Not all did, and actually they ranged from a low of 4 to a high of 13. Actually, no one used more than 10 lines and more mentioned less than 10 than mentioned 10. However, frequently there would be two events mentioned on a single line (for example, received Ph.D.; started teaching at Minnesota). These were treated as two separate events and renumbered. This led to some having a number greater than 10. As it turns out, and as can be seen in the third column, the average number of events (abbreviated with a small "e") is almost identical per group, namely 9.

[Insert Table I about here]

The subjects were to indicate which of the events that they mentioned were most significant over their career. It was suggested that they might do three. That instruction came after they had listed the events. (Several might not have seen the instruction, for several did not star events.) These most significant events are "starred" and designated with an *. The next column in Table 1 indicates the number of starred events for each group, and the last column shows what percentage of the events by that group were actually starred. There is uniformity from group to group. Essentially

one-fourth of the events that were listed were starred. (Thirty percent would be expected if all starred 3 of 10.)

Table II is a summary of the event categories established after analyzing the 690 e's and the 179 *'s. As can be seen in Table II, the sequence has the attributes of career stages. For the central part of the career, after the first appointment, events going on within colleges and universities would coincide with job changes either within or without higher education. But job changes seem to be one kind of thing and events within colleges and universities were quite different, and were so noted. Also, honors received and personal matters could have occurred during job changes or as events within colleges and universities, and in fact, some did. However, most honors were noted much later in a person's career and so more accurately farther down the career line.

[Insert Table II about here.]

The first column in Table II simply represents the percent of the 74 people who mentioned an event classified in that major career stage. This varies from the high of 86 down to a low of 19. (Actually, that 19 is a sub-class and so should not be treated as insignificant within the larger category which really has a higher percentage of the people responding.) The second column expresses the percent of e's of the total e's that fell into each of the career

stage categories. These vary, but they average about 11. That is, the categories are not so large as to include everything and not so small as to be insignificant. The last column shows the fraction of most important e's (the *'s) expressed in percent. What can be seen is that for some career events a higher percentage of e's than *'s took place, and vice versa. For example, while pre-Ph.D. activities constituted 13% of all of the events mentioned, they make up only 7% of the most significant (*e) ones [3].

In Table III the first five columns are for the four sub-categories with the third column being the sum of the first two, the VA's plus the A's. The last, or sixth column, in each of the sub-tables as well as the total table, is the sum for all of the 74 cases. The first line of a section of a table is always the number of persons within that group mentioning the event. For example, obtaining the B.A. was mentioned by one of the 10 people in VA and that is indicated as a 1 followed by (10)%. The second row in each table differs from the top one in that it enumerates the number of times a particular event was mentioned. In the first table, in the upper lefthand corner of Table III, it turns out that the number of times an event was mentioned was exactly the same as the number of persons mentioning the event. But that is not always the case as can be seen in the sub-table immediately below, "Obtaining the M.A." There one of the 1's mentioned getting a master's degree on two different occasions.

(The person got two different master's degrees.) Hence, the mention of a master's degree is one more (9) than the number of persons who mentioned getting the master's degree (8). Multiple mentions occur more frequently with other kinds of events later in this and other tables, particularly in those tables dealing with work.

[Insert Table III about here.]

Also, the percentage figures for the second rows in each of the sub-tables is the fraction of the total number of events in each particular table. For example, under the VA's alongside "Number of mentions," after the "1" is a (33). The 33% means that that one is one out of 3 cases in this entire table that are mentioned by VA's. Looking at the last sub-table in each of the major tables, which is always the Grand Total, the second row tells the number of cases. What is different in the Grand Total table is that the percents which follow the total number of mentions (second row) is the percent rate of all mentions for all tables, that is, of the 690 events. Actually, the 3% following the 3 in the VA column in the Grand Total sub-part is 3/89 X 100.

The treatment of the number of events that were signaled as most important is done in a similar way to that just described. The number is the number of events that were starred, but the percents in the parentheses are the percents of the cases within that table, except in the instance of the Grand Total table where the percents are the percent of all the starred events for all cases.

Looking at Table III's summary data on pre Ph.D. activities first (Grand Totals), there is an appreciable increase in both the number of persons who

mentioned pre-Ph.D. activities as well as the percent of events mentioned as one reads from left to right. The sum of VA plus A is 37%, rises to 54% for the MA's, to 74% for the I's. Similarly, for the number of events mentioned, the figures go from 6 to 14 to 17. While there is a fair amount of mention of pre-Ph.D. activities,the numbers who star it are relatively the same independent of activity category. Also the number of stars is only about half of the percent of total activity in this category.

With respect to education, the VA's and the A's much less frequently mention the bachelor's degree (21%) than do the MA's (38%) and the I's (55%). The M.A. degree is not mentioned as frequently as is the B.A. (This may be because getting the Ph.D. is very important. (See Table IV). Since all earn the degree, getting the M.A. not may be nearly so noteworthy.) No one gave earning the M.A. a star. Said another way, getting started in higher education at all is important (the B.A.), but from then until the culmination with a Ph.D., degrees are not all that important. Furthermore, getting started in higher education seems to be much more important for the MA's and the I's than for the VA's and A's [4].

With respect to work engaged in prior to obtaining the Ph.D., an experience as a teacher or an administrator in a high school clearly separates the VA's and A's from the MA's and I's. A large number of work events were mentioned by the latter two groups. (This difference will turn out to be a significant one, for it is these people who become college administrators and give much attention to that role. The VA's and the A's do not.)

Regarding work activities that are not connected with high schools, the number of mentions is not very large but the number of people who do mention it found work then to be an important event in their lives. That is, there

are an appreciable number of *'s, and most of the *'s that occur in pre-Ph.D. activities happen here. The non-high school work experiences were in fact more important for the VA's and A's than they were for the other two groups. (What can sometimes happen in calculating sub-totals is that differences between the groups disappear because they are cancelled by the difference in two sub-categories.)

The first thing to note in the Grand Total category in Table IV on graduate experiences and obtaining the Ph.D. is the very high percentage of persons (86) who mention something in this category, and that it is about the same proportion for each of the sub-groups. The differences between groups in the overall picture is not in the number mentioning nor in the number of events mentioned, but differences do appear with respect to the percent of starred events. They go from 11 to 21 to 20 (sum of the VA's plus A's to the MA's to the I's). That is, while the event of getting this degree was important to all people, it was a much more significant one for those who are now Inactive or only Modestly Active. Looking at fellowships and research grants and teaching assistantships, the number of events

[Insert Table IV about here.]

mentioned (second row in uppermost table) decreases appreciably from 32% to 25% to 17%. Those who are VA or A apparently had more of this kind of support. (A reserval takes place in the second sub-part where other events in graduate school are mentioned which leads to a balanced effect when the sub-total is made.)

The extra numbers at the bottom of Table IV are also highly important. The footnote in the Table explains how they were calculated. What needs to

be noted is that getting the Ph. D. was an event almost halfway through the career life of important things that happened to the I's, but it was almost the first thing that happened to those who are the VA's, .44 vs. .14.

From Table V one notes that 85% of the population mentions their first college or university appointment. This event is indeed a significant one for all the sub-groups. Furthermore, the percent of starred events here is somewhat greater than the number of events and shows the importance of the first college or university job. In other respects, this table is less interesting and is a consequence of the fact that while they mentioned getting a first job, there were too many cases where they did not mention the name of the institution (32%). Hence analyses by institual type and status were not possible.

[Insert Table V about here.]

Table VI on job changes within higher education shows all sub-groups to be much alike. That inference is deceiving, however, for there is a most important difference in the movement as shown by the first two sub-tables. The MA's and I's are not moving towards the research universities, but the VA's and A's did (37% vs. 17% vs. 7%) [5]. Those who are moving to colleges or non-research universities are the MA's and I's. Other evidence in the self-reports that can be read between the lines (but which cannot be cleanly documented) indicates that the MA's and I's were moving to less research-focused institutions in order to receive promotions or to take on administrative appointments, such as heads of departments of deanships.

Table VI shows that place of work matters. Where one works is related to how actively one publishes. This is true rather early in the career and somehow establishes a habit of productivity that maintains itself up and on

through retirement for those who are in the research university environment,

[Insert Table VI about here.]

but dampens or terminates the scholarly activity for those who move away from research universities. What is significant about the people who began in regional institutions or comprehensive-type colleges and universities is that they published as much as they did despite the less favorable scholarly environment in which they worked--unfavorable to the extent that the resources were undoubtedly less in the way of libraries and certainly with respect to the number of immediate colleagues engaged in scholarly activity. Said another way, the productive researcher is not the cosmopolitan man on the move. He is a stayer. When he finds a favorable environment, he settles in and sticks with his work.

In the summary part of Table VII dealing with job changes outside of higher education, the percentage of stars is greater than the percentage of events showing that when people did leave colleges or universities, it was an important step in their careers. The other thing about the summary table that stands out is that the MA's are an atypical group in this category in terms of percent who mention it, the percent of total events, and the very high percentage of starred events (35% in this category alone).

[Insert Table VII about here.]

The VA's and the A's have made no mention of work in business, government service, or the ministry. The only time they have been outside of their universities (that they mention), except for war service, is in a professionally related activity. Their moves outside higher educational institutions to is not to a different kind of work; it is to a different place of work, and then momentarily. Said another way, the VA's and the A's have been

consistently engaged in their professional work from the time of their Ph.D., something which has not been true for the MA's or the I's.

In the summary totals of Table VIII on scholarly writing, the VA's are a distinct group. They even separate themselves from the A's, particularly with respect to the percentage of the items that they award stars, 17% appearing in this table as opposed to the 7% for the total population. There are also differences between the A's and the MA's and I's and again here the differences are appreciable. Turning to the upper part of the table, the rapid fall-off by each category on both first book published and second (and third) book published until it is only the VA's who mention this event. It is of some note that by the time they get to the third book, they no longer give it a star. The subtotal for books shows the same appreciable separation by each of the sub-groups going from left to right. Actually the total on books is more dramatic than the Grand Totals for the next two

[Insert Table VIII about here.]

categories--research publication and textbooks are not mentioned by either the VA's or A's. Hence the sums are somewhat leveled out.

It is not known, of course, whether any of those books that the VA's mentioned were textbooks, but they did not mention them as texts. There is a distortion in that neither the VA's or A's mention a research publication. One assumes that they have published many articles, but articles do not receive the same attention that their books do. Maybe what is involved is that the MA's and I's are less inclined to do books and so do mention their research publications. From comments on the questionnaire form, it seems as if a distinguished book had a real impact on the career of the VA's and A's.

It gave them a visibility that a research article does not. Their books somehow brought attention to these people and shaped the rest of their career. It led to funding, an overseas appointment, future books. Writing became a habit for them but not for others [6,7].

While Table IX on leaves overseas depicts a small category in terms of percent of all the responses (only 2%), it apparently is a very important event in the lives of the VA's. Fifty percent mention such an event, and that it is 9% of all of the mentions as opposed to 2% for the population as a whole. Also, a full 17% of these events received starred mentions by the VA group. The distinguishing sub-category in this table was not the year of study abroad but it is the foundation grant, the visiting lecture-ship, the Fulbright, or the like that separates the VA's and A's from the other two categories.

[Insert Table IX about here.]

If one connects overseas experiences with the writing of books, the experience at this mid-point of their career was most likely a consequent of what they had done earlier, rather than as a precipitator of future events. On the other hand, for an overseas experience to have been such an important event, it must have led to a reinvigoration, a rededication, a source of new ideas. When VA's came back, they produced more books. A year abroad was an important event in their careers. As did the production of books, this career experience separates the VA's from the A's.

Table X tallies career events that many mention (73%) regarding the changes in their status or role that occured while in their college or university. Status/role changes represent 18% of the starred events, while only 13% of all events. Furthermore, these changes again separate the VA's

from all other groups, for they judge changing status or role much less important than the group as a whole. Only 40% mention it--6% of all events, and 8% of the stars. Going back to the sub-parts of the table, the VA's have never mentioned promotion, whereas the others do. Also, VA's have not mentioned a service role or teaching (nor have the A's). In fact, the only role that the VA's do mention is the research one, and there the differences are appreciable--the VA's and A's being 32%, to 17% for the MA's and 5% for the I's.

[Insert Table X about here.]

Next, the differences completely reversed themselves when one examines the administrative activities. The VA's and A's simply have not mentioned administrative roles like directorships, chairpersonships, or deanships, whereas the role of chairperson is a highly mentioned event by the MA's and I's. In fact, the role of chairmanship receives 57% of the stars for the MA's. No VA or A person mentions having been a dean, whereas the other two groups do. The total administrative activities show a great shift from 16% to 54% to 55% in number of persons mentioning and from 21% to 39% to 52% for number of events mentioned.

Not only are the MA's and I's more likely to mention administrative activities but they are likely to mention them more than once. (There is this piling up in the MA group. The reasons remain unknown.) The administrative activity is one of the most distinct dividers of the career patterns of the two more active groups from the two less active groups. It may be that the less successful research group led to administration,

or conversely, a move into administration curtailed research. If one remembers that the MA's and I's had had administrative experience in high schools, it may be that they were destined for this role early in their careers. They had had satisfactory administrative experiences, enjoyed them and no doubt did them well [8].

The overall totals in Table XI on honors received are somewhat balanced out by mentions of state and local societies in contrast with national awards and recognitions. Even then, however, there is a distinct falling off from the 74% of the VA's and A's mentioning honors event to the 38% of MA's and 26% of the I's (Grand Totals).

[Insert Table XI about here.]

Looking at the upper 3 sub-tables of Table 11--although the third one has too few entries to be significant--the same pattern follows with respect to honors and merits and heads of national organizations; moreover, the A's mention honors received even more frequently than do the VA's . It is worth noting that the VA's do not give a single star to any of these honors that they received, whereas 32% of all of the stars that the A's mentioned occur in this table. The VA's saw their books as being more significant than they did the honors that might have come to them as a consequence of the books. In fact, that they did not mention promotions and role changes makes the VA's a distinct sub-group from the A's. One could also suppose that the VA's and the A's also had roles in state and local societies, at least at one time in their careers, but they simply did not put these in the group of 9 or 10 things they thought most important. The MA's and the I's, however, did give state and local honors some mention.

In Table XII it is seen that retirement is not a frequently starred event, only 3% of the cases of the total population in contrast to 9% mentioning it. It is somewhat more of a starred event for the I's than for any other group (7% vs. 3% for the population as a whole), but the numbers here are small [9].

[Insert Table XII about here.]

What is of interest in Table XII is that the mention of retirement is much more prevalent among the I's (56%) and the MA's (46%) than it is for the VA's and A's (32%) (top row of upper table) [10].

For some reason, in the "continued college and university work" category, the A's do not enter in. The VA's talk about emeritus status, an appointment at another university, and continued employment within universities, with a fall-off towards the MA's and I's. One assumes others received emeritus status, but did not mention it, although that may not have been quite as automatic when these people were retiring as it currently seems to be in higher education.

Overall, the VA's apparently do not take retirement as a particularly salient event, but keep right on with their work, their scholarly interests, and active production. For the I's and the MA's, retirement is much more of a sharp division between what they had been doing and what they are now doing. This would be especially true for those who were in administrative or purely teaching roles when they did retire. That indeed is a clear stopping of what one has been doing [11].

Figure 1 is a schematic summary of the career paths of the distinguished male social scientists. Each line represents roughly 10% of the population.

Those on the left are the VA's and A's; those on the right the MA's and I's. The figure begins from their common origin. Lines passing through an event signify the importance of the event to that fraction of the people. The meeting of the lines after a career stage signifies the fact that at this time there is inadequate information upon which to predict for a given individual the next career stage with a high degree of certainty. That is, the career lines are not distinct from beginning to end; rather, all that can be said that after each stage some fraction (3,4, or 5 lines) will pass through the next stage. Moreover, the two principal sub-groups have similar career stages--more so at the beginning where the lines pass through similar events (e.g., graduate school) and cross than later one where the career routes are more distinct and separate.

What can be inferred from Figure 1 with respect to adult development theory?

First of all, some phenomena seem to corroborate Hall and Nougaim's pre-work stage, especially for the MA's and I's. On the other hand, other phenomena have no counterparts. For example, their retirement stage and Super's decline stage do not describe the VA's and A's.

Second, both the fits and lacks thereof may be a consequence of the methodology employed in this study. Self-reported significant career events are not the same as data collected from interviews set in a social-psychological context and hence probably should not be expected to generate directly comparable data.

There are, however, three conclusions which are warranted:

1) Academics do have distinct and definable career stages they pass through--i.e., the notion of a career stage is a fruitful concept;

2) Not all male social scientists pass through all of the stages; and

3) The stages are not neatly clustered at either precise chronological or career ages (except formal retirement).

DISCUSSION

First of all, some cautions must be exercised in interpreting the findings. For example, subjects reported only a handful of events from a long, rich, and rewarding life. We know only a minute fraction of their distinguished careers. There is an unconscious tendency to discount what was not mentioned although it is known that other important events took place. Also, this cohort has lived through a unique period of history, one that won't be duplicated by another set born before or after them. By way of illustration, both the fact that their ages with respect to wars and their arrival at mandatory retirement when there was an extensive faculty shortage certainly affected possible career interruptions and the ease of continued scholarly activity beyond age 65. In addition, these were all social scientists, persons with a distinguished career. The humanist's and natural scientist's creative product is quite different in its nature, the form it takes, the kind of colleagueship involved, and in the time required for production. What career patterns are for other academics needs to be investigated and cannot be inferred from our findings [12]. Furthermore, our sample is exclusively masculine. One anticipates different patterns for women faculty [13].

Second, the findings corroborate and are consistent with other studies on the importance of early career productivity as a predictor of future and total career productivity (Dennis, 1956, 1966; Raymond, 1967; Clemente, 1973; Rowe, 1976). The findings also suggest the importance of leaves (overseas

experiences for the VA's) in maintaining a publishing career, if that is what the organization and the individuals desire. Stability and a supportive, stimulating work environment seem essential. (In the same breath, it looks as if administrative interludes sufficiently disrupt scholarly production and lead to MA's and I's in late careers and on into retirement, i.e., the administrative role is dysfunctional vis-a-vis scholarhip [14].)

Third, while there is insufficient data here from which to build a new career development model, the methodology created for analyzing this data would seem to be fruitful for other inquiries. There are, of course, some clues in our findings--the importance of early work and school experience, for example--and exchange theory (Dowd, 1975), viz., having the opportunity to give to others so as to be able to receive, more so than disengagement theory (Cummings and Henry, 1961; Roman and Taietz, 1967; Atchley, 1971)--merit pursuing. Such hoped-for theoretical advancement resides in the happy residual of "future research."

NOTES

1 Hodgkinson (1974) is the only author to write on faculty from this perspective. He shows how Levinson's model might explain academic careers, but he provides no data to test his suppositions.

2 Some in the sample received Form A or C of the questionnaire, neither of which requested career stage information. The career line question is from Pamela J. Perun.

3 The categories included all but 2% of the e's mentioned and the Miscellaneous category had none of the most significant e's. Hence, the classifitory scheme included almost all of the cases and every case goes into one category and only one, the first criterion for a good system of classification.

4 Other data show a remarkably homogeneous childhood for all subjects in terms of SES, recreational activities, relations with others, hobbies, etc.

5 Presumably many VA's and A's began their careers at research universities and hence fewer of them would be in a position to move to one. Hence, the 37% is even more significant.

6 It must be remembered that these are social scientists not natural scientists, where research articles lead to fame.

7 One is also surprised by things that might have been mentioned but were not. For example, not a single one of the subjects talked about a distinguished contribution--a particular discovery, a theory that might be associated with him. This absence again may be because of the discipline--the social sciences, rather than the natural sciences. One possible explanation is that the I's did do some research but it did not lead to the production of a visible book from which they might have launched a scholarly career.

8 Also, if the head of a department of a research university is really a chair rather than a head, that is, moves in and out on a rotating basis, the VA's might have served a term as a chairman but did not see that role as a significant part of their careers. On the other hand, colleges and regional universities are more likely to make these administrative posts permanent positions, i.e., headships, and hence this event would be seen to be much more significant. One also assumes the role was taken on because the person desired it. In this sense, it was an activity they sought and achieved.

9 There have been a fair number of inquiries about faculty satisfaction with retirement (Moore, 1951; List, 1956; Benz, 1958; Balanoff, 1966; Skrabench, 1969; Acuff and Allan, 1970; Gemant, 1971; Rowe, 1972; 1973; 1976; Fillenbaum, 1974; Kratcoski, 1974) but none which follow the individual's entire career. In the main, the studies show generally high satisfaction, more so for those who engage in scholarly activity and less so for those who were dependent upon teaching and more likely are unable to continue in that role.

10 What is reported is when retirement is mentioned as a singular event, that is, it was the only word on the line.

11 Whether there are consequences from the sharp separation from pre-retirement to after retirement in other dimensions of their lives is not possible to ascertain from these data. It would be interesting to follow up on.

12 Despite the last two mentioned cautions, in a study now in progress, Baldwin (1978) is finding very similar critical career events for college professors which are for the most part independent of academic discipline.

13 In a study in progress, Cameron (1978) has data on successful women researchers that show 60% of them are married to professors. Dual careers are in progress. (Only one wife in our sample was a professional. The others were described as "helpers," "supporters," or "companions." They typed manuscripts and entertained graduate students.) Cameron's women also have a strong mentor relationship, a linkage none of our male social scientists ever mentioned. Cameron's males do not either.

14 We recognize cause and effect have not been demonstrated. It could be, for example, that frustration, growing dislike, or failure with scholarship could precipitate an individual's inclination to accept administrative duties as an alternative career path through higher education.

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Your Career Line

48,49. Let the line represent your life-line, from age 20 to age 80.

Age _____
20 30 40 50 60 70 80

Place numbers on the line above, in serial order (1, 2, 3, 4, etc.) to mark major points or periods in your career: For example: professional attainment, new jobs, new interests, new responsibilities, new achievements, military service, disappointments, crises, major illnesses, retirement, etc. Try to limit yourself to about ten. Then describe each one briefly on the appropriate line below.

Number

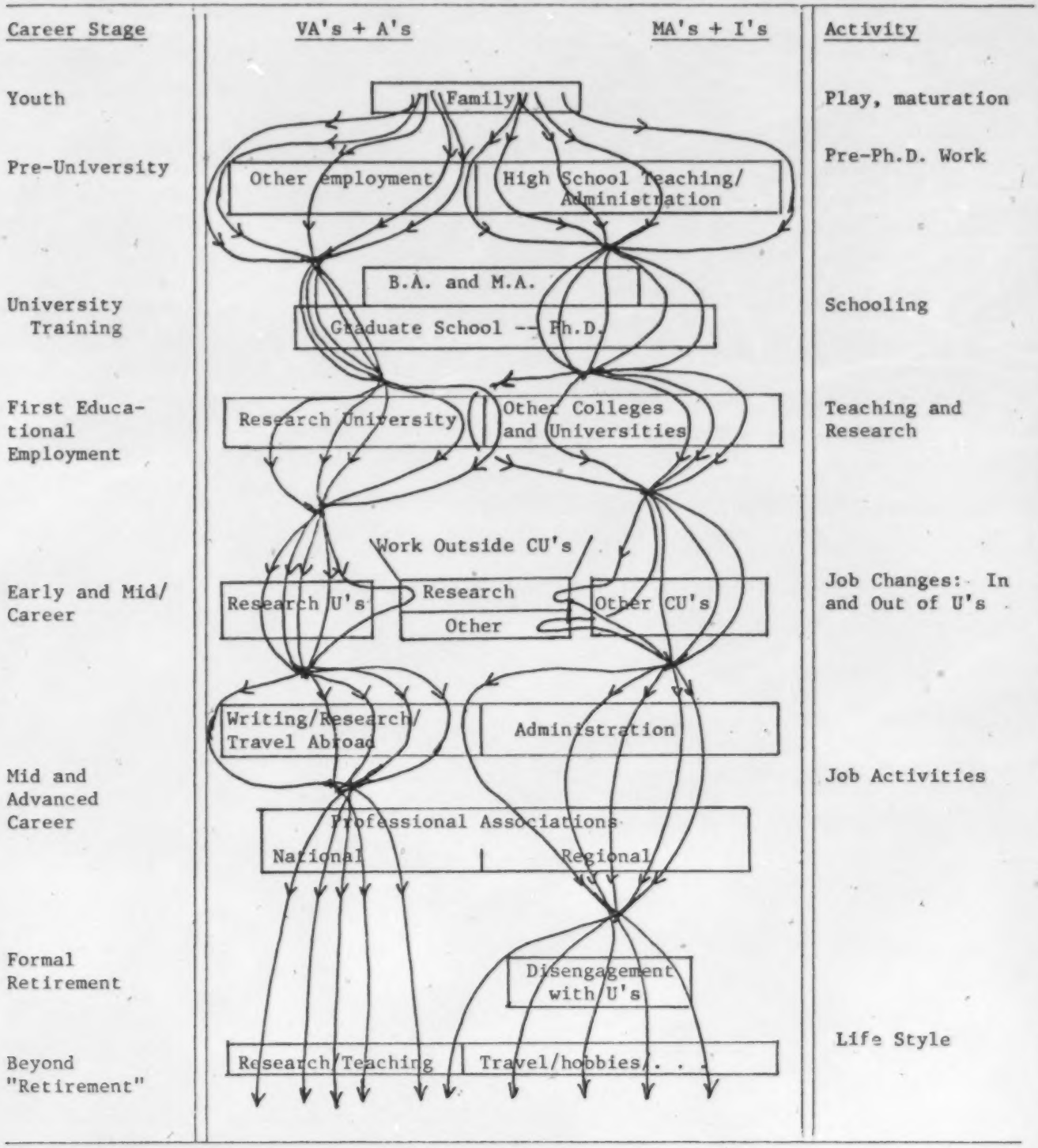
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Now, please check the two or three most important items in your experience.

50. In what ways has your spouse been involved in your career since you were about age 60? _____
_____
_____

FIGURE I

Distinguished Male Social Scientists* --Career Patterns



* A line approximates 10% of the population.

TABLE I

The Sample

Group	Number	Total Number of events (e) mentioned	Average Number of e's per respondent	Number of most important e's recorded (*s)	Percent of *s per category
Very Active (VA)	10	89	9	24	27
Actives (A)	9	90	10	22	24
[VA + A]	[19]	[179]	[9]	[46]	[26]
Mostly Active (MA)	24	232	9	58	25
Inactives (I)	31	279	9	75	27
Totals (Average)	74	690	(9)	179	(26)

TABLE II

e's and *'s by Career Stage and/or Event, in Percents

Career Stage Events	Percent Respondents Who Mention Each e	Percent e's of Total e's	Percent *'s of Total *'s
Pre PhD Activities	58	13	7
PhD and Graduate School	86	13	18
First CU[a] Appointment	85	11	14
Job Changes		(16)	(20)
Within Higher Education	36	5	5
Outside Higher Education	53	11	15
Events Within CUs[a]		(23)	(29)
Publications	46	8	7
Overseas Experiences	19	2	4
Changes in Status or Role	73	13	18
Honors Received	42	9	7
Personal Matters	34	5	2
Retirement	72	9	3
Miscellaneous/Unclassifiable	14	2	0
Totals		101[b]	100

[a] CU = College and/or University; CUs = Colleges and/or Universities.

[b] In this and other Tables rounding errors may produce Totals which differ slightly from 100%.

TABLE III

Pre-Ph.D. Activities

EDUCATION

Obtaining the B.A.

	VA N (%)	A N (%)	VA+A N (%)	MA N (%)	I N (%)	Total N (%)
Number of persons mentioning e	1(10)	3(33)	4(21)	9(38)	17(55)	30(41)
Number of mentions	1(33)[a]	3(38)	4(36)	9(28)	17(35)	30(33)
Number of *'s	0 (0)	0 (0)	0 (0)	2(67)[b]	1(17)	3(23)

Obtaining the M.A.

Number of persons mentioning e	0 (0)	2(22)	2(11)	10(42)	8(26)	20(27)
Number of mentions	0 (0)	2(25)	2(18)	10(31)	9[c](19)	21(23)
Number of *'s	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Education Totals	VA N (%)	A N (%)	VA+A N (%)	MA N (%)	I N (%)	Total N (%)
Number of persons mentioning e	1(10)	4(44)	5(26)	12(50)	19(61)	36(49)
Number of mentions	1(33)	5(62)	6(55)	19(59)	26(54)	51(56)
Number of *'s	0 (0)	0 (0)	0 (0)	2(67)	1(17)	3(23)

WORK

High School Teaching/Administration

Number of persons mentioning e	0 (0)	0 (0)	0 (0)	4(17)	11(35)	15(19)
Number of mentions	0 (0)	0 (0)	0 (0)	9[c](28)	17(35)	26(29)
Number of *'s	0 (0)	0 (0)	0 (0)	1(33)	4(67)	5(38)

All Other Kinds of Work

Number of persons mentioning e	2(20)	2(22)	4(21)	2 (8)	2 (6)	8(11)
Number of mentions	2(67)	3(38)	5(45)	2 (6)	2 (4)	9(10)
Number of *'s	1(100)	3(100)	4(100)	0 (0)	1(17)	5(38)

TABLE III (continued)

Pre-Ph.D. Activities

Work Totals	VA N (%)	A N (%)	VA+A N (%)	MA N (%)	I N (%)	Total N (%)
Number of persons mentioning e	2(20)	2(22)	4(21)	6(25)	10(32)	20(27)
Number of mentions	2(67)	3(38)	5(45)	11(34)	19(40)	35(38)
Number of *'s	1(100)	3(100)	4(100)	1(33)	5(83)	10(77)
OTHER (H.S. experience, grad school, etc.)						
Number of persons mentioning e	0 (0)	0 (0)	0 (0)	2 (8)	3(10)	5 (7)
Number of mentions	0 (0)	0 (0)	0 (0)	2 (6)	3 (6)	5 (4)
Number of *'s	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Grand Totals						
Number of persons mentioning e	3(30)	4(44)	7(37)	13(54)	23(74)	43(58)[d]
Number of mentions	3 (3)	8 (9)	11 (6)	32(14)	48(17)	91(13)[e]
Number of *'s	1 (4)	3 (9)	4 (8)	3 (2)	6 (8)	13 (7)[f]

[a] Is % of totals of Table, not category (B.A.)

[b] Is % of totals of Table, not category (B.A.)

[c] Person had 2 masters or persons mentioned aspects of the category more than once; e.g., teaching in high school, then became principal.

[d] Number of different persons who mentioned anything covered by this Table.

[e] and [f] The percents in each cell are the percents of the total e's and *'s for all stages; e.g., total (13%) is from 91/690 x 100. See Table I.

TABLE IV

Ph.D. and Graduate School Experiences

EXPERIENCES AND EVENTS

Fellowships, Research Grants, Teaching Assistantships

	VA N (%)	A N (%)	VA+A N (%)	MA N (%)	I N (%)	Total N (%)
Number of persons mentioning e	2(20)	3(33)	5(26)	7(29)	5(16)	17(23)
Number of mentions of e	3(33)	3(30)	6(32)	8(25)	6(17)	20(23)
Number of *'s	2(67)	0 (0)	2(40)	4(33)	1 (7)	7(22)

General (Seminars, individuals, study, . . .)

Number of persons mentioning e	1(10)	0 (0)	1 (5)	3(12)	7(23)	11(15)
Number of mentions of e	1(11)	0 (0)	1 (5)	6(19)	7(19)	14(16)
Number of *'s	0 (0)	0 (0)	0 (0)	1 (8)	2(13)	3(19)

Totals (Experiences and Events)

Number of persons mentioning e	3(30)	3(33)	6(32)	10(42)	12(39)	28(38)
Number of mentions of e	4(44)	3(30)	7(37)	14(44)	13(36)	34(39)
Number of *'s	2(67)	0 (0)	2(40)	5(42)	3(20)	10(31)

PH.D. EARNED/RECEIVED

Number of persons mentioning e	5(50)	7(78)	12(63)	18(75)	23(56)	43(58)
Number of mentions of e	5(56)	7(70)	12(63)	18(56)	23(64)	53(69)
Number of *'s	1(33)	2(100)	3(60)	7(58)	12(80)	22(69)

Grand Totals

Number of persons mentioning e	8(80)	7(78)	15(79)	21(88)	28(90)	64(86)
Number of mentions of e	9(10)	10(11)	19(11)	32(14)	36(13)	87(13)
Number of *'s	3(12)	2 (9)	5(11)	12(21)	15(20)	32(18)

Order of Event,[a] Ph.D. Earned (Range: .11 - 1.00)	.14	.24	.19	.30	.44

TABLE IV (continued)

[a] Each e mentioned by a respondent was in a time sequence--from first to last. While number of e's ranged from 4 to 13, each e could be expressed as a ratio--e.g., 2nd of 9, 7th of 11, etc. By expressing each as a ratio (decimal), a mean for the group can be calculated. Since $\bar{X}$ of e's/group was 9, a 1/9 = .11 was the lowest possible, i.e., the first mentioned significant. For the VA's, getting a Ph.D. was #1; for the I's, it was approaching the mid-point.

TABLE V

First College/University Appointment

	VA N (%)	A N (%)	VA+A N (%)	MA N (%)	I N (%)	Total N (%)
ACADEMIC						
To A Research University						
Number of persons mentioning e	3(30)	3(33)	6(32)	6(25)	1 (2)	13(17)
Number of mentions	3(33)	3(43)	6(38)	6(21)	1 (3)	13(18)
Number of *'s	1(20)	2(67)	3(38)	2(40)	1 (8)	6(24)
To a College and/or Regional University						
Number of persons mentioning e	2(20)	1(11)	3(16)	7(29)	15(37)	25(34)
Number of mentions	2(22)	1(14)	3(19)	7(24)	16(55)	26(35)
Number of *'s	1(20)	1(33)	2(25)	1(20)	6(50)	9(36)
CU Unspecified (Unknown)						
Number of persons mentioning e	3(30)	2(22)	5(26)	9(38)	9(22)	23(32)
Number of mentions	3(33)	2(29)	5(31)	12(41)	10)34)	27(34)
Number of *'s	2(40)	0 (0)	2(25)	1(20)	3(25)	6(24)
Academic Totals						
Number of persons mentioning e	8(80)	6(67)	14(73)	20(83)	24(77)	58(74)
Number of mentions	8(89)	6(86)	14(88)	25(86)	27(93)	66(89)
Number of *'s	4(80)	3(100)	7(88)	4(80)	10(83)	21(84)
NON-ACADEMIC (Administrative, Student Affairs . . .)						
Number of persons mentioning e	1(10)	1(11)	2(11)	4(17)	2 (5)	8(11)
Number of mentions	1(11)	1(14)	2(12)	4(14)	2 (7)	8(11)
Number of *'s	1(20)	0 (0)	1(12)	1(20)	2(17)	4(16)
Grand Totals						
Number of persons mentioning e	9(90)	7(78)	16(84)	22(92)	25(81)	63(85)
Number of mentions	9(10)	7(18)	16 (9)	29(12)	29(10)	74(11)
Number of *'s	5(21)	3(14)	8(17)	5 (9)	12(16)	25(14)

TABLE VI

Job Changes--Within Higher Education

	VA N (%)	A N (%)	VA+A N (%)	MA N (%)	I N (%)	Total N (%)
To A Research University						
Number of persons mentioning e	3(30)	4(44)	7(37)	4(17)	3 (7)	14(19)
Number of mentions	3(100)	4(100)	7(100)	5(42)	3(23)	15(47)
Number of *'s	2(100)	0 (0)	2(100)	0 (0)	1(17)	3(33)
To A College and/or Regional University						
Number of persons mentioning e	0 (0)	0 (0)	0 (0)	4(17)	8(20)	12(16)
Number of mentions	0 (0)	0 (0)	0 (0)	6(50)	9(69)	15(47)
Number of *'s	0 (0)	0 (0)	0 (0)	1(100)	4(67)	5(56)
CU Unspecified (Unknown)						
Number of persons mentioning e	0 (0)	0 (0)	0 (0)	1 (4)	1 (2)	2 (3)
Number of mentions	0 (0)	0 (0)	0 (0)	1 (8)	1 (8)	2 (6)
Number of *'s	0 (0)	0 (0)	0 (0)	0 (0)	1(17)	1(11)
Grand Totals						
Number of persons mentioning e	3(30)	4(44)	7(37)	9(38)	11(35)	27(36)
Number of mentions	3 (3)	4 (4)	7 (4)	12 (5)	13 (5)	32 (5)
Number of *'s	2 (8)	0 (0)	2 (4)	1 (2)	6 (8)	9 (5)

TABLE VII

Job Changes--Outside Higher Education

	VA N (%)	A N (%)	VA+A N (%)	MA N (%)	I N (%)	Total N (%)
To Business and Industry						
Number of persons mentioning e	0 (0)	0 (0)	0 (0)	4(17)	3 (7)	7 (9)
Number of mentions	0 (0)	0 (0)	0 (0)	5(14)	3(12)	8(11)
Number of *'s	0 (0)	0 (0)	0 (0)	2(12)	2(25)	4(15)
Professionally Related (Project Director, State Lab, . . .)						
Number of persons mentioning e	2(20)	3(33)	5(26)	11(46)	6(17)	22(30)
Number of mentions	3(60)	4(67)	7(64)	14(39)	12(46)	33(45)
Number of *'s	1(100)	1(50)	2(67)	7(44)	4(50)	13(48)
Military (War--WW I and WW II) Service						
Number of persons mentioning e	2(20)	2(22)	4(21)	7(29)	4(10)	15(20)
Number of mentions	2(40)	2(33)	4(36)	10(28)	5(19)	19(26)
Number of *'s	0 (0)	1(50)	1(33)	4(25)	1(12)	6(22)
Ministry						
Number of persons mentioning e	0 (0)	0 (0)	0 (0)	2 (8)	3 (7)	5 (7)
Number of mentions	0 (0)	0 (0)	0 (0)	4(11)	5(19)	9(12)
Number of *'s	0 (0)	0 (0)	0 (0)	3(19)	1(12)	4(15)
Other (Government, . . .)						
Number of persons mentioning e	0 (0)	0 (0)	0 (0)	2 (8)	1 (2)	3 (4)
Number of mentions	0 (0)	0 (0)	0 (0)	3 (8)	1 (4)	4 (5)
Number of *'s	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Grand Totals						
Number of persons mentioning e	4(40)	5(56)	9(47)	18(75)	12(39)	39(53)
Number of mentions	5 (6)	6 (7)	11 (6)	36(16)	26 (9)	73(11)
Number of *'s	1 (4)	2 (9)	3 (7)	16(35)	8(11)	27(15)

TABLE VIII

Events Within CU's--Publications

BOOKS

The First Book

	VA N (%)	A N (%)	VA+A N (%)	MA N (%)	I N (%)	Total N (%)
Number of persons mentioning e	8(80)	6(67)	14(74)	6(25)	4(10)	24(32)
Number of mentions	8(42)	6(75)	14(52)	6(46)	4(27)	24(60)
Number of *'s	2(50)	1(100)	3(60)	1(33)	0 (0)	4(33)

The Second Book

Number of persons mentioning e	4(40)	2(22)	6(32)	2 (8)	1 (2)	9(12)
Number of mentions	5(26)	2(25)	7(26)	2(15)	1 (7)	10(25)
Number of *'s	2(50)	0 (0)	2(40)	0 (0)	1(25)	3(25)

The Third Book (or more)

Number of persons mentioning e	4(40)	0 (0)	4(21)	0 (0)	0 (0)	4 (5)
Number of mentions	6(32)	0 (0)	6(22)	0 (0)	0 (0)	6(15)
Number of *'s	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Book Publication Totals	VA N (%)	A N (%)	VA+A N (%)	MA N (%)	I N (%)	Total N (%)
Number of persons mentioning e	8(80)	6(67)	14(74)	6(25)	4(13)	24(32)
Number of mentions	19(100)	8(100)	27(100)	8(62)	5(33)	40(73)
Number of *'s	4(100)	1(100)	5(100)	1(33)	1(25)	7(58)

RESEARCH PAPERS AND PUBLICATIONS

Number of persons mentioning e	0 (0)	0 (0)	0 (0)	3(12)	6(15)	9(12)
Number of mentions	0 (0)	0 (0)	0 (0)	3(23)	7(47)	10(18)
Number of *'s	0 (0)	0 (0)	0 (0)	1(33)	1(25)	2(17)

TABLE VIII (continued)

Events Within CU's--Publications

TEXTBOOKS AND MATERIALS	VA N (%)	A N (%)	VA+A N (%)	MA N (%)	I N (%)	Total N (%)
Number of persons mentioning e	0 (0)	0 (0)	0 (0)	1 (4)	2 (5)	3 (4)
Number of mentions	0 (0)	0 (0)	0 (0)	2(15)	3(20)	5 (9)
Number of *'s	0 (0)	0 (0)	0 (0)	1(33)	2(50)	3(25)
Grand Totals						
Number of persons mentioning e	8(80)	6(67)	14(74)	9(38)	12(35)	34(46)
Number of mentions	19(21)	8 (9)	27(15)	13 (6)	15 (5)	55 (8)
Number of *'s	4(17)	1 (5)	5(11)	3 (5)	4 (5)	12 (7)

TABLE IX

Events Within CU's--Overseas Experiences

	VA N (%)	A N (%)	VA+A N (%)	MA N (%)	I N (%)	Total N (%)
SUPPORTED						
UNESCO, Ford Foundation, . . .						
Number of persons mentioning e	3(30)	1(11)	4(21)	0 (0)	0 (0)	4 (5)
Number of mentions of e	3(38)	1(50)	4(40)	0 (0)	0 (0)	4(24)
Number of *'s	3(75)	1(100)	4(80)	0 (0)	0 (0)	4(57)
Fellowship, Fulbright, Visiting Lecturer, . . .						
Number of persons mentioning e	4(40)	1(11)	5(26)	1 (4)	2 (5)	8(11)
Number of mentions of e	4(50)	1(50)	5(50)	1(25)	2(67)	8(47)
Number of *'s	0 (0)	0 (0)	0 (0)	0 (0)	1(50)	1(14)
Totals (Supported Experiences)						
Number of persons mentioning e	5(50)	2(22)	7(37)	1 (4)	2 (6)	10(14)
Number of mentions of e	7(88)	2(100)	9(90)	1(25)	2(67)	12(71)
Number of *'s	3(75)	1(100)	4(80)	0 (0)	1(50)	5(71)
LEAVES, YEAR OF STUDY						
Number of persons mentioning e	1(10)	0 (0)	1 (5)	3(12)	1 (2)	5 (7)
Number of mentions of e	1(12)	0 (0)	1(10)	3(75)	1(33)	5(29)
Number of *'s	1(25)	0 (0)	1(20)	0 (0)	1(50)	2(29)
Grand Totals						
Number of persons mentioning e	5(50)	2(22)	7(37)	4(17)	3(10)	14(19)
Number of mentions of e	8 (9)	2 (2)	10 (6)	4 (2)	3 (1)	17 (2)
Number of *'s	4(17)	1 (5)	5(11)	0 (0)	2 (3)	7 (4)

TABLE X

Events Within CU's--Changes in Status or Role

	VA N (%)	A N (%)	VA + A N (%)	MA N (%)	I N (%)	Total N (%)
STATUS CHANGE						
Promotion/Tenure						
Number of persons mentioning e	0 (0)	2(22)	2(11)	8(33)	6(15)	16(22)
Number of mentions of e	0 (0)	2(22)	2(14)	8(21)	6(15)	16(17)
Number of *'s	0 (0)	0 (0)	0 (0)	1 (7)	1 (8)	1 (3)
ROLE CHANGE TO						
New Research Activity						
Number of persons mentioning e	3(30)	3(33)	6(32)	4(17)	2 (5)	12(16)
Number of mentions of e	4(80)	3(33)	7(50)	6(16)	2 (5)	15(16)
Number of *'s	1(50)	2(67)	3(60)	1 (7)	1 (8)	5(16)
Teaching Activities						
Number of persons mentioning e	0 (0)	0 (0)	0 (0)	3(12)	3 (7)	6 (8)
Number of mentions of e	0 (0)	0 (0)	0 (0)	5(13)	4(10)	9(10)
Number of *'s	0 (0)	0 (0)	0 (0)	2(14)	2(15)	4(12)
Service Activities						
Number of persons mentioning e	0 (0)	1(11)	1 (5)	4(17)	1 (2)	6 (8)
Number of mentions of e	0 (0)	2(22)	2(14)	4(11)	1 (2)	7 (8)
Number of *'s	0 (0)	1(33)	1(20)	0 (0)	0 (0)	1 (3)

TABLE X (continued)

Events Within CU's--Changes in Status or Role

ADMINISTRATIVE ROLES

Director (Institute, . . .)

	VA N (%)	A N (%)	VA+A N (%)	MA N (%)	I N (%)	Total N (%)
Number of persons mentioning e	0 (0)	1(11)	1 (5)	1 (4)	0 (0)	2 (3)
Number of mentions of e	0 (0)	1(11)	1 (7)	1 (3)	0 (0)	2 (2)
Number of *'s	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Department Chair/Head

Number of persons mentioning e	1(10)	1(11)	2(11)	9(38)	11(27)	22(30)
Number of mentions of e	1(20)	1(11)	2(14)	11(29)	13(32)	26(28)
Number of *'s	1(50)	0 (0)	1(20)	8(57)	4(31)	13(41)

Dean

Number of persons mentioning e	0 (0)	0 (0)	0 (0)	3(12)	9(24)	12(16)
Number of mentions of e	0 (0)	0 (0)	0 (0)	3(18)	12(30)	15(16)
Number of *'s	0 (0)	0 (0)	0 (0)	2(14)	3(23)	5(16)

ROLE CHANGE TO ADMINISTRATION

(Totals)

	VA N (%)	A N (%)	VA+A N (%)	MA N (%)	I N (%)	Total N (%)
Number of persons mentioning e	1(10)	2(22)	3(16)	13(54)	17(55)	33(45)
Number of mentions of e	1(20)	2(22)	3(21)	15(39)	25(62)	43(47)
Number of *'s	1(50)	0 (0)	1(20)	10(71)	7(54)	18(56)

TABLE X (continued)

Events Within CU's--Changes in Status or Role

	OTHER (Counseling, . . .)					
	VA N (%)	A N (%)	VA+A N (%)	MA N (%)	I N (%)	Total N (%)
Number of persons mentioning e	0 (0)	0 (0)	0 (0)	0 (0)	2 (6)	2 (3)
Number of mentions of e	0 (0)	0 (0)	0 (0)	0 (0)	2 (5)	2 (2)
Number of *'s	0 (0)	0 (0)	0 (0)	0 (0)	2(15)	2 (6)
			Grand Totals			
Number of persons mentioning e	4(40)	5(56)	9(47)	21(88)	24(77)	54(73)
Number of mentions of e	5 (6)	9(10)	14 (8)	38(16)	40(14)	92(13)
Number of *'s	2 (8)	3(14)	5(11)	14(24)	13(17)	32(18)

TABLE XI

Honors Received

PROFESSIONAL ASSOCIATIONS - NATIONAL LEVEL

Fellow, President, . . .

	VA N (%)	A N (%)	VA+A N (%)	MA N (%)	I N (%)	Total N (%)
Number of persons mentioning e	3(30)	7(78)	10(53)	2 (8)	0 (0)	12(16)
Number of mentions	4(29)	15(62)	19(50)	2(18)	0 (0)	21(55)
Number of *'s	0 (0)	4(57)	4(57)	1(33)	0 (0)	5(62)

Merit Awards

Number of persons mentioning e	3(30)	6(67)	9(47)	1 (4)	0 (0)	10(14)
Number of mentions	7(50)	8(33)	15(39)	1 (9)	0 (0)	16(42)
Number of *'s	0 (0)	3(43)	3(43)	0 (0)	0 (0)	3(38)

Commission Appointments

Number of persons mentioning e	1(10)	0 (0)	1 (5)	0 (0)	0 (0)	1 (1)
Number of mentions	1 (7)	0 (0)	1 (3)	0 (0)	0 (0)	1 (3)
Number of *'s	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)

Totals - National Honors	VA N (%)	A N (%)	VA+A N (%)	MA N (%)	I N (%)	Total N (%)
Number of persons mentioning e	5(50)	8(89)	13(68)	3(12)	0 (0)	23(31)
Number of mentions	12(86)	23(96)	35(92)	3(27)	0 (0)	38(64)
Number of *'s	0 (0)	7(100)	7(100)	1(33)	0 (0)	8(62)

PROFESSIONAL ASSOCIATIONS -- STATE AND LOCAL LEVEL

Number of persons mentioning e	0 (0)	0 (0)	0 (0)	5(21)	4(10)	9(12)
Number of mentions	0 (0)	0 (0)	0 (0)	5(45)	5(50)	10(17)
Number of *'s	0 (0)	0 (0)	0 (0)	2(67)	0 (0)	2(15)